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ABSTRACT

When writers read, they evaluate all the time. This book is about what students can do to become better evaluators of themselves as writers and readers--and how the teacher can help. The book has been extensively revised in this second edition which is organized around five concepts that are central to an effective writing-reading program: voices, decisions, time, response, and self-discipline. These five concepts are explained in the book's initial chapters. It continues with chapters entitled: Groups; Across the Curriculum; Across the Grades; Teachers' Roles; Students' Roles; Skills Readers and Writers Use; Processes Readers and Writers Use; and Momentum. The book is based upon extensive research conducted with children from a range of schools and with varying life experiences. It notes that although not all of the students began as enthusiastic writers and readers, most of them eventually became so through the creation of classroom atmospheres in which students learn about each other and themselves, and take more initiative than they have in previous years--practices advocated in the book. (Contains 121 references.) (NKA)